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ABSTRACT

Information to help local school districts in Minnesota plan for and use revenue reserved for staff development is provided in this research-referenced planning guide. Following the introduction, chapter 2 focuses on decision-making aspects of staff development and offers a conceptual model of decision-making choice points in the planning process. Conceptual and procedural tools are described in chapter 3, which also discusses instructional theory, adult learning and development, educational change and implementation, and educational administration. Aspects of strategic, process, and logical decision making are also outlined. Chapter 4 explains how to use the research base, offering figures, tables, and charts for applying concepts to practice. Sixteen figures are included; appendices contain criteria for inservice programs and checklists for conference and inservice activity planning. (66 references) (LMI)

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STAFF DEVELOPMENT:

A RESEARCH-REFERENCED PLANNING GUIDE

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STAFF DEVELOPMENT: A RESEARCH-REFERENCED PLANNING GUIDE

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TABLE OF CONTENTS

INTRODUCTION	**1**
Demographics of the Present Staff Population	2
Working Conditions	3
Responsibilities are Increased	3
Students are Different	3
Mobility of Students	4
Information Explosion	4
The New Staff Development: A Principle Resource in Educational Improvement	4
Does Staff Development Really Help?	6
What Can Staff Development Help Improve?	6
Organizational Vitality	7
Curriculum Development	7
The Staff Development Planning Guide	8
Intended Audience	9
Organization of the Planning Guide	9
Research in Chapter Three	9
DECISION MAKING IN STAFF DEVELOPMENT: A MODEL	**11**
Conceptual Model	11
Strategic Decision Making	12
Process Decision Making	12
Logistical Decision Making	13
Limitations of the Model	13
The Operational Model for Decision Making	14
CONCEPTUAL AND PROCEDURAL TOOLS FOR STAFF DEVELOPMENT	**15**
Strategic Decision Making	15
Establish a Written Policy	15
Define the Decision-making Authority	16
Designate Leadership	17
Comprehensive Planning	18
Process Decision Making	19
Involve Staff	19
Meet Needs	20
Activities Congruent with Goals	21
Researched-referenced Content	22
Other Supportive Processes	23
Resource Allocation	24

Logical Decision Making 25
Conduct of Activities 25
Networking 26
Evaluation 27

CONCEPTUAL AND PROCEDURAL TOOLS FOR STAFF DEVELOPMENT **29**
Using the Research Base 29

APPENDICES **49**
Appendix A. Edelfelt's Criteria for Inservice Programs 51
Appendix B. Edelfelt's Criteria for Relevancy of Inservice 53
Appendix C. Conference Planning Checklist 55
Appendix D. Inservice Activity Organizer 59

REFERENCES **63**

LIST OF FIGURES

Fig. 1. School Climate/Environment Norms 2

Fig. 2. Minnesota Educational Effectiveness:
15 Characteristics of Effective Schools 5

Fig. 3. Aspects of Decision Making in Staff Development
(The Conceptual Model) 11

Fig(s). 4. Functions of Staff Development 30
Function View A 30
Function View B 31
Function View C 31
Function View D 32

Fig(s). 5. Definition(s) of Staff Development 33
Definition View A 33
Definition View B 33

Fig(s). 6. Designated Leadership 34
Leadership View A 34
Leadership View B 35

Fig(s). 7. Staff Involvement 35
Involvement View A 35
Involvement View B 36

Fig(s). 8. Research-Referenced Content 37
Research View A 37
Research View B 37

Fig(s). 9. Supportive Processes 38
Process View A 38
Process View B 38

Fig. 10. Meets Needs 39
Needs View A 39

Fig. 11. Activities Congruent with School Goals 39
Congruency View A 39

Fig(s). 12. Delivery Modes 40
Delivery Modes View A 40
Delivery Modes View B 40

Fig. 13. Selection of Presenters/Trainers 41
Presenter View A 41

Fig(s). 14. Selection of Components of Training Episodes 42
Components of Training View A 42
Components of Training View B 43

Fig(s). 15. Selection of Content 44
Content View A 44
Content View B 45

Fig(s). 16. Evaluation of Staff Development Figures 46
Evaluation View A 46
Evaluation View B 46
Evaluation View C 46
Evaluation View D 47
Evaluation View E 48

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INTRODUCTION

Staff development is defined as any activity designed to influence the knowledge, skills, and attitudes of educational personnel so that the quality of learning is improved.

Staff Development: A Research-Referenced Planning Guide was created by the Minnesota Department of Education to help local school districts plan for and use the revenue reserved for staff development authorized with the passage of Article 1, Section 18 of the 1987 Minnesota Statutes. (See Appendix A for legislation.)

Background

The Department has advocated a systematic approach to staff development as shown by the following progression of activities:

1983 A round of regional awareness sessions were held which focused on the 15 characteristics shared by effective schools. A characteristic stating "A building-level staff development program directed toward schoolwide goals and closely related to the instructional program of the school" was presented.

1986 A 1986 Department publication, *Staff Development: A Research-Based Planning Guide*, presented a systematic planning model for staff development produced in response to Excellence in Teaching and Curriculum legislation.

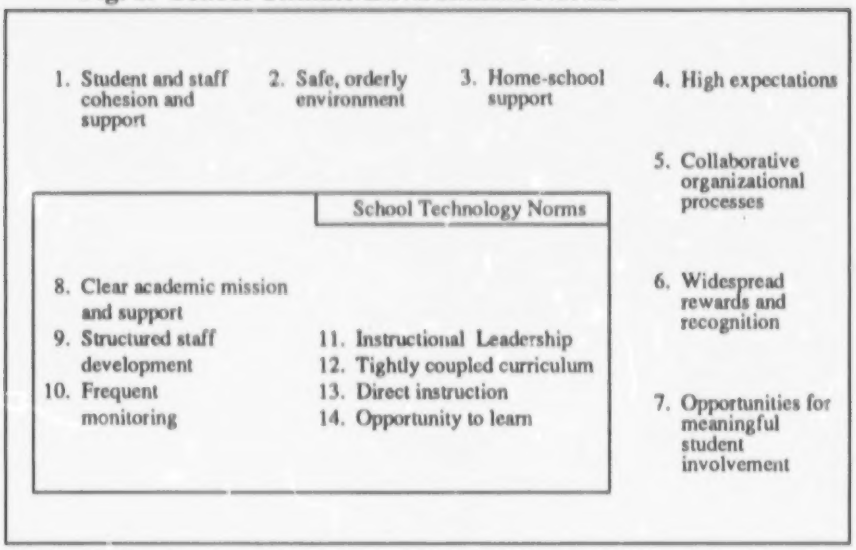
1986 A collaborative staff development project involving the Minnesota Department of Education, the Ohio Department of Education, the University of Minnesota, and Ohio State University was coordinated by the North Central Regional Educational Laboratory. The resulting framework and typology of specific approaches to staff development are incorporated into this guide.

1987 Legislation was adopted which provides categorical aid for staff development. District committees are charged with developing a local plan for staff development.

1987 *Staff Development: A Research-Referenced Planning Guide*, is presented. This guide incorporates components from the above works into a comprehensive and practical guide. The guide features most potent decision-making points suggested from research in the new staff development.

1987-Present The Department sponsors an annual conference to assist district teams in planning and conducting staff development activities.

Fig. 1. School Climate/Environment Norms


1. Student and staff cohesion and support
2. Safe, orderly environment
3. Home-school support
4. High expectations
5. Collaborative organizational processes
School Technology Norms
8. Clear academic mission and support
9. Structured staff development
10. Frequent monitoring
11. Instructional Leadership
12. Tightly coupled curriculum
13. Direct instruction
14. Opportunity to learn
6. Widespread rewards and recognition
7. Opportunities for meaningful student involvement

Demographics of the present staff population

The late 1970s and 80s have seen a trend toward an older, more experienced and educated Minnesota public education staff. In a labor-intensive operation like schools, the fiscal crisis that hit the state during the early 1980s required significant reduction of staff. With tenure and seniority protections in place, the reductions resulted in the hiring of fewer new teachers and the layoff of these teachers first. Also, because of declining enrollments, fewer retirement-created openings have been filled, resulting in the significant increase in the age of Minnesota's public school staff.

In 1973-74, almost half of all licensed school staff were between the ages of 20 to 35 (Peek, Duren Jr. and Wells 1985). Ten years later, only one-fourth were under 35. There has been a corresponding increase in the number of staff over 35—from 51 percent in 1973-74 to 73 percent in 1982-83. Thus, staff in many schools will grow old together in a community whose membership is closed.

Working conditions

The available Minnesota data also indicate that the professional status and working conditions of Minnesota teachers are very similar to those elsewhere in the nation (CURA 1985). While Minnesota teacher salaries are slightly higher than those in most other states, they have also failed to keep up with inflation. In addition, the career ladder for teachers in Minnesota is similar to those elsewhere in the nation in that they never get a promotion, nor will they have an opportunity to take on new reponsibilities. While Minnesota teachers' salaries are slightly higher than those in most other states, they have also failed to keep up with inflation. In addition, the career ladder for teachers in Minnesota is similar to those elsewhere in the nation in that most teachers never get a "promotion," nor will they have an opportunity to take on new responsibilities. A recent survey of a random sample of Minnesota public school teachers revealed that 58 percent of these teachers are dissatisfied with their jobs, while one-third are satisfied with teaching, and just over nine percent are highly satisfied (Birmingham 1984). The factors Minnesota teachers identified as contributing to dissatisfaction include their pay and the amount of work they do, their chances for advancement on the job, the way company policies are put into practice, and the praise they get for doing the job. At the same time, the dimensions of teaching they found most satisfying include the chance to do things for other people, the chance to try their own methods of doing the job, the chance to do something that makes use of their abilities, and the chance to do different things from time to time.

Responsibilities are increased

Despite contractions in the work force, Minnesota schools have taken on additional responsibilities. For example, school staff are being asked to integrate new technologies into the curriculum, foster racial integration, eliminate sex discrimination, improve access for the handicapped, and provide special programs for gifted children, while also working to increase students' standardized test scores, and install the characteristics of effective schools.

Students are different

Academic challenge is being compounded by the fact that Minnesota students have changed. There is a conspicuously new student population. The new student is a reflection of a changed culture, one in which, among other things, family arrangements have changed, exposure to alcohol and drugs is common, sex is experienced at a younger age, television has replaced print as the most important form of communication, and jobs have become common for many students. These circumstances constitute new motivational obstacles that staff must deal with in addition to the new academic responsibilities discussed above.

Mobility of students

Very few students enter and complete their education in the same district. Therefore, it is difficult to establish a direct cause-effect relationship between school improvement efforts and student achievement. For example, exit test scores cannot be compared to achievement of students because the population has changed.

Information explosion

Staff development as a practical concept is being valued not only for its renewal aspects, its potential for improving job satisfaction, but also for its role as an adaptation mechanism in the "information age." In the present era, the amount and rate of change in information is increasing exponentially. Scientific and technological knowledge is now doubling every five and a half years, and will soon double every twenty months, changing jobs dramatically every 5-10 years (Tetenbaum and Mulkeen 1986). Continuing education has, by necessity, become a built-in component in the majority of professional occupations.

The New Staff Development: A Principle Resource in Educational Improvement

Educational staff are the bulwark of the public education system. Addressing their continued vitality, professional status and working conditions, and upgrading their knowledge, skills, and attitudes is a critical challenge for Minnesotans if people are expected to enter and remain productive in the profession. Fortunately, public education staff in Minnesota subscribe to a norm of renewal and development. To function at some level lower than the highest possible, to simply "cope," is not an acceptable alternative to Minnesota educators as witnessed by enthusiastic statewide participation since 1983 in the Minnesota Educational Effectiveness Program.

The Minnesota Educational Effectiveness Program conceptual framework involves 15 characteristics that capture much of what is currently known about school effectiveness in terms of organizational and instructional norms, the structures needed to implement them, and the processes that facilitate their implementation as shown in Figure 2.

Educational researchers Murphy, Weil, Hallinger, and Mitman (1985) have developed a similar conceptual framework for school effectiveness as shown in Figure 1. Their framework displays effectiveness characteristics in a way that shows the relation between climate or environment variables (outer box of characteristics) and the technology (inner box) of schools.

The environment can be thought of as the organization or school climate, while the technology is equated with the instruction and curriculum of the school. Plainly, these authors view structured staff development as a technological characteristic of effective schools. It has been pointed out by Edmunds (cited in Murphy, Weil, Hallinger and Mitman 1985) that, although the climate

characteristics represent important elements of effectiveness, it seems unlikely that they can have a substantial impact on student achievement in and of themselves. However, schools with technology characteristics, as delineated in the inner box, appear to be effective in improving student achievement even if they have only average school climates. An important qualification to note is that two characteristics from the outer, organizational box, tend to be present more often in effective schools than the remaining organization characteristics. They are Characteristic 2, a safe and orderly learning environment and Characteristic 11, high expectations.

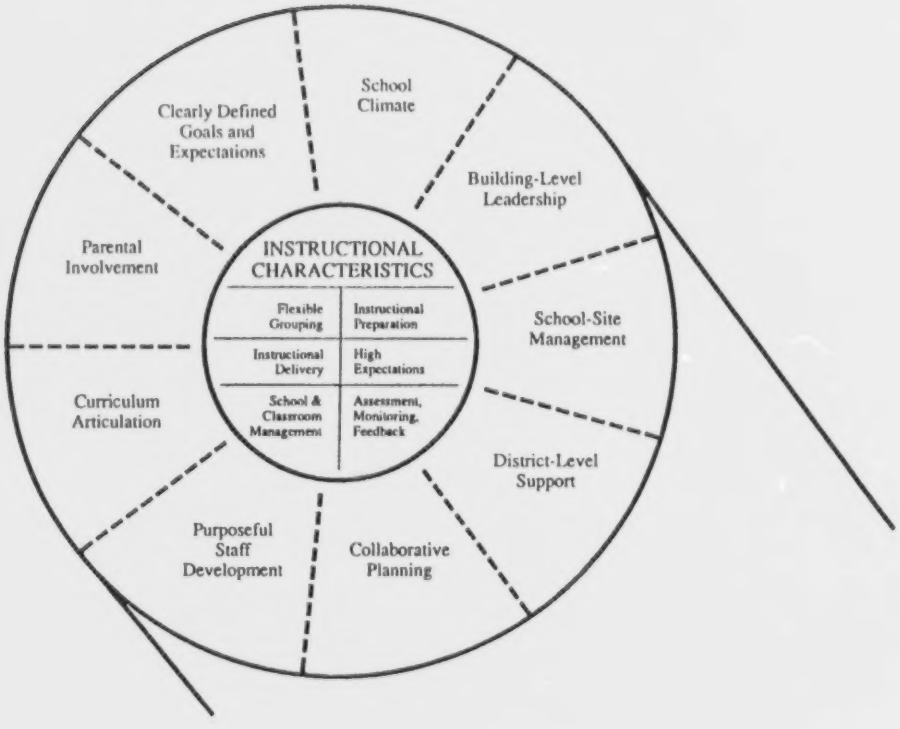


Fig. 2. Minnesota Educational Effectiveness: 15 Characteristics of Effective Schools

Does Staff Development Really Help?

More than thirty years ago, cybernetist Norbert Weiner (1954) observed, "We have modified the environment so radically that we must now modify ourselves in order to exist in this new environment." The new environment *has* put an enormous strain on decision makers at all levels of public education: teachers, administrators, and other staff. Educators must now process an increased amount of, and a greater variety of information in order to anticipate the challenges posed above and have ready pragmatic, field-tested, and cost-effective innovations that work to improve the quality of learning for students.

But all the reforms cannot be achieved unless the staff, who are at the heart of this maelstrom, are prepared and actually carry through with effective implementation of appropriate strategies and materials. If we ask you to embrace staff development as a principle resource for improving the quality of learning for students, quite naturally you may wonder, "Does staff development really help?"

The short answer is "yes!" Research has indicated that staff development can be successful and effective in improving student learning. Improved student learning is the number one goal when undertaking any improvement activity, including staff development. Closer examination of the research findings has disclosed that some leaders are deliberately charging their staff development programs with other functions in addition to improving instructional outcomes.

Leaders follow the reasoning, when charging their staff development program with these functions, that they are natural and complementary approaches to staff development. That is, these functions have a "home" in staff development, not available elsewhere in the school system. These leaders have the expectation that these other functions will maximize the quality of the educational environment available to students, resulting in improved student learning. The scope of staff development programs can thus be envisioned as encompassing four functions, which ultimately lead to improved student learning.

What Can Staff Development Help Improve?

Philip J. Runkel et al. (1980) reported that one Oregon school district had these findings applicable to staff development: a) the teachers in the "trained" schools illustrated higher skills in selected traits and that these skills persisted for a much longer time than in untrained teachers, b) the teachers in the trained schools implemented team teaching with greater effectiveness than teachers in untrained schools, and c) the teachers in the trained schools were more efficient in collective decision making and in identifying concomitant innovations than were the untrained school staffs.

In a second study, Roberto B. Baca (1979) observed two groups of teachers in an eastern Washington school district that conducted a yearlong elementary science staff development project. Using direct teacher observations, Baca reported that those teachers in the inservice program taught elementary science twice as long per se as those teachers not involved in the project. The inservice group also taught the science program more precisely and followed the publisher's learning cycle more correctly than did non-participants. Finally, teachers participating in the inservice program asked a wider variety of questions during the science lessons than did the non-participants.

Organizational vitality

Judith Warren Little's (1984) comparison of two staff development programs specified organizational dimensions which were dynamically present in the one school, which, three years after the programs were launched, had produced widespread implementation of the new practices. These forces were not present in the second school's organization, even though the staff development program continued to get good marks from its participants long after they had ceased to think about the ideas to which they were introduced, and had also ceased to use the recommended classroom practices.

The first school's ongoing organization included: a) a concerted focus on the innovation, b) a program instruction which used a learning model, 3) a realistic perception of the time required to change over to the new practice, 4) an expectation of roles as collaborative, and 5) a consistent coherence in extending other organizational resources to aspects of the implementation effort; e.g., tolerance for struggle, norms supporting refinement of professional practice, access to resources, rewards for demonstrable success, and prospects for continuity.

Individual vitality, including career enhancement. Ben-Peretz and Kremer-Hayon (1985) showed a strategy of professional development that could enhance individual vitality. The strategy, which stressed intensive involvement, changed teachers' attitudes from that of receiving information during an inservice training to that of becoming very proactive in proposing ways of teaching and trying them out: "It appears that it was this intensive involvement that generated motivation to grow professionally." This motivation generated ideas and attitudes of experimentation, which in turn helped some of the teachers to create a more positive professional self-image and a sense of autonomy and freedom to try out their own ideas.

Curriculum development

Research demonstrating curriculum development as a form of staff development is harder to locate. This shortcoming is dramatic since the dominant activity in classrooms involves student engagement with instructional materials. A few very recent journal articles address this issue.

Joseph McInerney (1987) points out that curriculum developers, like staff developers, basically seek to promote change: a) in the conceptualization of a discipline, and/or b) in the teaching strategies used to convey a particular conceptualization. Regina Weade (1986) proposes an integrated curriculum and instruction model arguing that learners (whether they are educators in staff development programs or students in classrooms) are actually engaged in "interactive curriculum development." That is, learners are actively constructing, along with the presenter/teacher, a "developing curriculum."

Implied then, is a sense that curriculum materials are always being interpreted: from the developer's intentions, the material is screened for presentation through the provider's biases, and finally is scrutinized for practical use based on the end user's priorities. This attitude leads to including curriculum development as a legitimate staff development function. The result is staff development activities, processes, and directions which enhance educators' abilities to prepare original curriculum materials and activities, or to customize the available curriculum products and activities.

Evidence of impact on ultimate goal of staff development ...improved instructional outcomes (student learning). This study is particularly important because it provides evidence that inservice training can be translated into positive student achievement scores. Richard L. Williams (1978) compared metric test results of a random sample of 262 fifth- and sixth-grade students from Calgary in Alberta, Canada, and Spokane, Washington. The Calgary students did better, overall, because of the constant use of the metric system in Canada. But, Williams reported that whether it was Calgary or Spokane, teachers with more metric inservice training had students who scored higher on a metric achievement test than teachers with less metric inservice training. His study followed metric inservice projects in both cities.

The Staff Development Planning Guide

The capacity of a staff development program to excel in the single function of student learning, or some selected combination of the functions, is directly proportional to the degree of leadership in decision making exercised along the planning hierarchy of:

a. Strategic decision making in setting the direction of the program;

b. Process decision making in directing the quality of the process of the staff development program; and

c. Logistical decision making in managing the mechanics of carrying out the particular activities of the program.

Intended Audience

This planning guide is designed for persons at various levels of decision-making responsibility in local school districts; parents, teachers, principals, administrators, support staff, regional educational cooperative service unit (ECSU) personnel, and others.

All will find the topics or ideas to be easily adapted to suit local circumstances.

School board members are especially encouraged to use the planning guide so that appropriate strategic directions relating to the overall staff development programs may be adopted.

Members of professional associations and institutions of higher education will find the planning guide of use as they plan for staff development activities and processes in order to be supportive of local efforts.

Organization of the Planning Guide

This planning guide does not simply advocate more staff development programs, but offers a comprehensive model of decision making choice points in the planning of staff development; to learn from the research more about adult development, the socialization of staff as professionals, how public education careers can be enhanced, and how the schools as organizations affect staff vitality; and to survey staff development resource sites in Minnesota.

Staff development decision making in Chapter Two. The model presented in Chapter Two, "Decision Making Aspects of Staff Development," "incorporates traits of the most effective, successful staff development programs." Many of the guidelines which accompany the model's elements are retained from this planning guide. However, the model reflects a view of staff development from the decision makers' choice points.

Research in Chapter Three

Chapter Three covers some of the more powerful concepts emerging from research into the staff development process and related areas such as instructional theory, adult learning and development, educational implementation and change, and educational administration. These concepts are provided because they represent some of the original work upon which the model presented in this document was built. Other models of staff development may also be recognized for their shaping influence.

Most importantly, a familiarization with these vital concepts may help generate creative applications, unreported in the literature, yet potentially effective for a particular situation. The majority of the concepts are advanced in a graphic form through figures, tables, and charts with a bare minimum of explanation. As incomplete designs, each concept has the potential to engage your imagination

so that you may become partners with the researcher's theoretical musings or experimental findings. This chapter offers conceptual and procedural tools with which to speculate, experiment, grow, and share. This chapter may be used to spark your own "action research" in staff development.

DECISION MAKING IN STAFF DEVELOPMENT: A MODEL

Conceptual Model

Aspects of decision making in staff development (Figure 3) is organized from the point of view of decision-making tasks. That is, the staff development leader's responsibilities are the paramount concern in the design of the new conceptual model. This framework allows the research-referenced guidelines to be placed within a format that promises to be of practical use for leaders in their day-to-day work life.

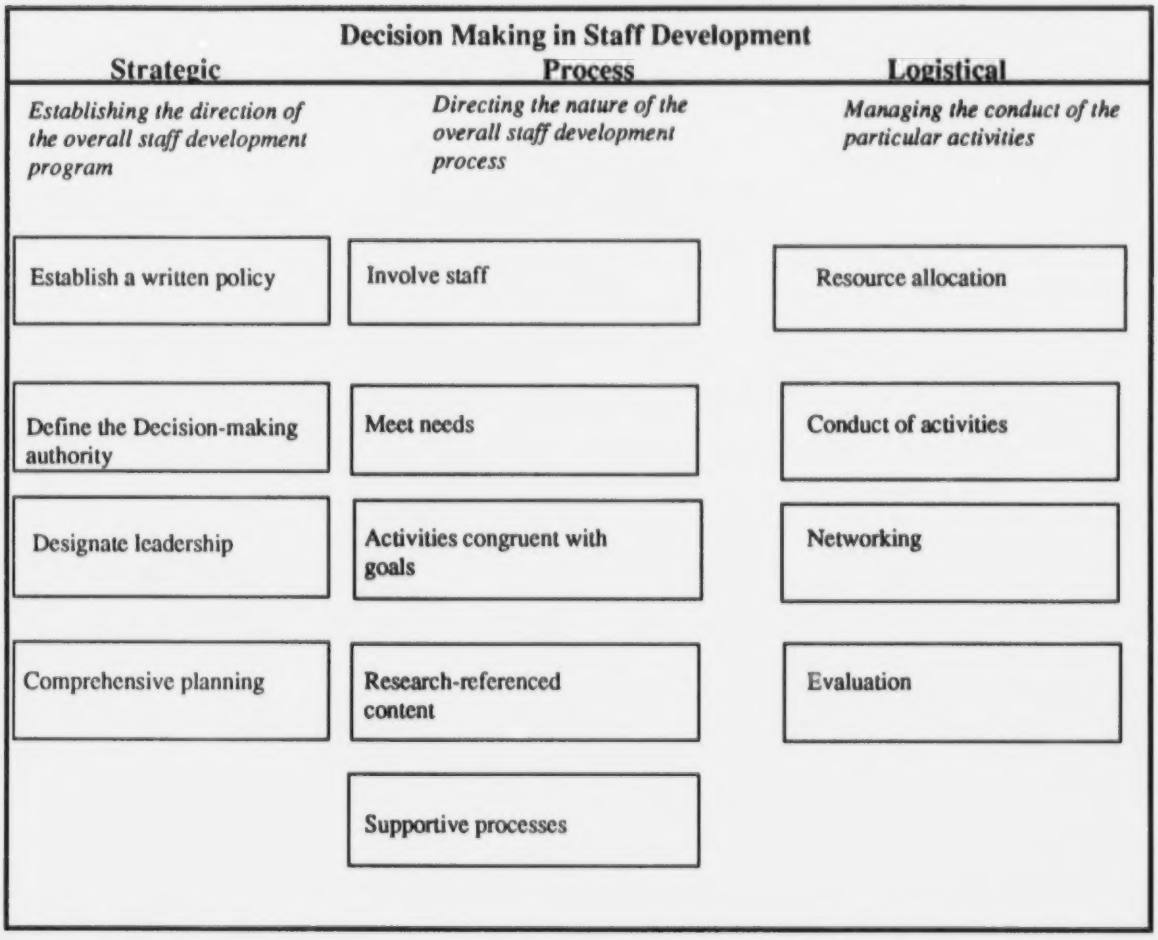


Fig. 3. Aspects of Decision Making in Staff Development (The Conceptual Model)

Strategic Decision Making

The first category of decision making is administrative policy. Staff development policy is an expression of vision and wisdom, obtained from administrators, about the contribution that staff development can make toward educational quality. It is used to guide daily decisions.

Shrewd staff development policy, as proposed in this model, is based upon understanding the concept and techniques of strategic planning. Where should the staff development resources be placed today to assure a more effective tomorrow?

Process Decision Making

Trying to answer this straightforward question leads to more specific questions: What is the function(s) of staff development? What should it be? Who will be planning staff development? Who will lead it? Answers to these questions reveal the vision of what the institution is or is becoming. The vision is symbolized by a written policy. The symbolic written policy, in turn, builds a cultural force through its influence on administrative practices.

Certain symbolic and cultural forces have been found to accommodate the essential nature of the staff development process and, conversely, some are recognized as blunting to staff and organizational vitality. In our model, four features address the symbolic and cultural force of strategic decision making.

The second aspect of decision making elevates the notion that staff development, at its heart, is a process and not a printed document. The features constituting process decision making blend two important forces: 1) human relations, and 2) clinical practice.

The human relations force is derived from harnessing the school's available social and interpersonal resources in the ultimate service of improved student learning. Our features of staff involvement and supportive processes will emphasize such concepts as collaboration, interaction, feedback, treatment of professionals, school culture, and change processes in order to build and maintain staff morale.

The clinical practitioner force is derived from applying expert knowledge about matters of education and schooling to the staff development process. Our features of assessing needs, assuring congruence to school goals, and referencing content of activities to research findings will help the leader to diagnose problems and develop viable solutions.

Logistical Decision Making

Managing the conduct of the particular activities. The technical force of logistical decision making. The features of logistical decision making create a technical force derived from sound management techniques. Here the leader provides planning, organizing, coordinating, and scheduling to make staff development come alive. Some of the tactics of logistical decision making to be emphasized are concepts such as incentives, time allotment, personnel assignment, the conduct of preliminary and follow-up activities, formalized interpretation and communication channels, and a continuous evaluation framework.

Limitations of the Model

An observation made in the introductory section of this guidebook bears repeating here: The most successful staff development programs seem not only to give careful attention to the planning of activities (the logistical aspect of decision making), but are equally concerned with planning a careful fit of the overall design of the program and provisions for its accomplishment (strategic decision making) to the people involved, their purposes, and their operating context (process decision making).

Because of the complexity of staff development, it is difficult to advance one model as the definitive blueprint for its effective implementation. Especially variable are the people at each locale; the setting and its norms of behavior; the support services available to staff development; and even the outcomes cherished. Therefore, a special reliance is placed on leaders for the strategic and process aspects of staff development. Fortunately, conceptual and empirical work has progressed to the extent that we can offer, incorporated into the operational model, many additional references that offer alternative treatment of many of these features. Please avail yourself of these references. Remember too, that Chapter Three presents a select group of the concepts through which our model was fashioned.

The Operational Model for Decision Making

An operational model accompanies the conceptual model and makes up the remainder of this chapter. Each aspect of decision making is elaborated with suggested critical features. Each feature, in turn, is provided with:

- definition
- associated decision-making tasks
- suggested instruments to help realize the feature
- references to additional resources from the literature

CONCEPTUAL AND PROCEDURAL TOOLS FOR STAFF DEVELOPMENT

Strategic Decision Making

Establish a written policy – A written policy, or mission statement, is defined as the set of written goals and objectives for staff development. The written policy reflects the district's beliefs, assumptions, and purposes for staff development. Included is the selection of function(s) that the program will address: 1) improvement of staff competencies, instructional, administrative, and/or support position competencies; 2) organizational vitality, 3) personal vitality, including career enhancement function; and 4) curriculum development.

Instrument of Written Policy (Illustrative)
- Board policy
- Salary schedules
- Personnel policies
- Evaluation policies
- Negotiated contracts/ agreements
- Criteria for promotion/ tenure

Tasks	Responsibilities and Expectations
Define the purpose	The policy stipulates who will be involved. It also stipulates what they will be involved in (see definition above).
Designate a structure for decisionmaking	Personnel are assigned responsibility for planning and have requisite authority for conducting activities
Commit to a long-range perspective	The policy conveys the local board's belief in and commitment to the continued and long-term renewal and development of staff.
Describe resources	Forms of support exist, i.e., extended contracts, meeting time, release time, availability of facilities, clerical support, specified inservice days, etc. There is a district budget (specific amounts of dollars) provided for staff development, including provision of resources for strategic, process, and logistical leadership, as well as resources for the conduct of individual activities.
State the monitoring evaluation procedures	Selected priorities, from the full range of evaluation functions, are addressed in the written policy (see Logistical Decision Making, Evaluation).

Resources
- Staff development functions (e.g., Griffin 1983; Howey 1985; Sparks 1983).
- Policy provisions (e.g, Little 1984).

Define the decision-making authority – Alternately called the governing structure, effective staff development programs define the decision-making authority at both the district and building levels. There is evidence of authority and explicit responsibility for staff development with regard to budget and personnel, including committee charges. Clear expectations are established for the amount and nature of participation expected on staff development issues: who will advise, who will deliberate, decide and/or approve the plan and the individual activities.

Instruments of Defined Authority (illustrative)
- Organizational charts
- Lists of committees
- Charges to committees
- Position descriptions

Tasks	Responsibilities and Expectations
Authorize governance	The district establishes a planning committee for staff development, or delegates the responsibility to an established committee. It maintains two-way communication with the Planning/Evaluation/ Reporting (PER) and/or other committees.
Structure the authority	Includes hierarchy of leadership, degree and level of decision making. Committee activities result in a long-range plan based on assessed needs. Timelines are established for development of the comprehensive plan.
Provide resources	Time, budget, personnel, and support resources are allocated for all aspects of leadership: strategic, process, and logistical.
Designate membership	Leaders involve the school's various constituents in decision making: teachers, supervisors, parents, board members, students, non-licensed staff, and others.

Resources
- Criteria for decision making (Appendix A-1)
- Other criteria for defining decision-making authority (e.g., Tetenbaum and Mulkeen 1986; Little 1984; McLaughlin and Marsh 1978)

Designate leadership – Responsibility for the vitality and execution of the overall plan and individual activities are clearly embraced by an authoritative position holder. The leader may delegate formal or informal authority to staff who emerge as secondary facilitators of change during activities.

Instruments of Designated Leadership (illustrative)
- Position descriptions
- Leadership designated in statements, agendas
- District and building statements
- Letter, evaluation instruments
- Federal and/or state plans for staff development

Tasks	Responsibilities and Expectations
Designate formal responsibility	At the building level, the principal has ultimate responsibility and is the key person(s) for effectiveness of activities.
Provide for emergent leadership	Participants in individual activities are recognized as effective leaders. Also, a second (or third) facilitator of change has been found to be very helpful in assisting the principal in implementation interventions.

Resources
- Specific leader actions (e.g., Hord and Huling-Austi 1986; Sergiovanni 1987)
- Emergent leader actions (e.g., Hord, Stingelbauer, and Hall 1984)

Comprehensive planning – The framework of staff development, in the more effective programs, has a long-range, developmental assumption. The written plan and corresponding activities stress an ongoing "improvement' orientation, rather than an immediate "resolution" approach. Measures are included for continuous monitoring and improvement of the planning process as well as the individual activities emanating from the plan.

Instruments of Comprehensive Plan (illustrative)
- Written staff development plan
- Staff development brochures and program/ activity notices
- Evaluating results linked to the plan
- Minutes of staff development meetings
- Information correspondence
- District communications

Tasks	Responsibilities and Expectations
Long-Range perspective	A perspective is communicated that some large-scale activities can be expected to receive support for 3-5 years.
Outcomes are specified	Written outcomes inform participants of goals and objectives, expectations for application, evaluation, and follow-up plans.
Constraints are specified	Potential constraints related to time, money, and personnel are identified.
A range of delivery is authorized	At least 41 different types of modes and delivery formats are available to facilitate individual learning styles.
Continuous monitoring	There is ongoing feedback of individual activity evaluation in forming strategic direction of the plan.

Resources
- Comprehensive Plan model (e.g., Cline 1984; Wang and Gennari 1984; Van Voorhees 1984; Wood and Thompson 1980)

Process Decision Making

Involve staff – Targeted recipients of staff development efforts actively fashion, through dialogue, design, action, and evaluation, the plan for staff development as well as the individual activities that implement the plan. Recipients interact with planners, providers, beneficiaries, evaluators, and administrators. The exact amount and nature of their involvement is often defined in the statement of decision-making authority.

Instruments of Staff Involvement (illustrative)
- Planning committee assignments
- Task force assignments
- Staff responsibilities
- Job descriptions

Tasks	**Responsibilities and Expectations**
Assure collaboration	Collaborative planning enhances staff development.
Secure interactive feedback	The planning committee is directed to maintain two-way communication with staff.
Treatment of professionals, including opportunities for adult interaction	A pooling of knowledge and resources is encouraged in order to overcome the cellular nature of schools.
Context of staff involvement	Various modes of involvement are used, including those that are: 1) job-embedded, 2) job-related, 3) credential-oriented, 4) professional organization-related, and 5) self-directed.

Resources
- Context of delivery modes, see also Logistical Toolkit, Chapter Three
- Treatment of teachers as professionals, see Sergiovanni 1985, Fenstermacher 1986
- Interaction, see Courter and Ward 1983

Meet needs – Multiple tools and assessment sources are used, in accordance with the acknowledged functions of staff development, to ascertain needs in reference to: a) staff competencies, b) curriculum, c) organizational functioning, and/or d) individual vitality including career enhancements.

Secondly, effective leaders recognize that staff development, as an endeavor of adult learning, must strive to accommodate various stages of concern and levels of understanding.

Instruments for Assessing Needs (illustrative)
- Multiple tools
- Relationship of needs assessment to district goals
- School effectiveness research

Tasks	Responsibilities and Expectations
Multiple sources and tools	Needs and data are collected systematically from the appropriate respondents with a variety of instruments. Legitimate bases for constructing needs assessment(s) may include community expectations, student outcomes, and legal requirements. Procedures have been or are established to interpret the data. Authority for determining priorities has been delegated. The results of the needs assessment is disseminated to the respondents.
Allowance for individual as well as group needs	Personal "Job Improvement as well as Target" (JIT) needs, as well as group needs are identified.
Articulation and contextual considerations	In addition to balancing integration individual/group needs, effective staff development takes into account the availability of time and resources to respond to needs assessments in particular departments, and/or buildings. The time, place, and circumstances of the actual assessment will have an important effect on the results.

Resources
- Data-based staff development (e.g., Wange and Gennai 1984)
- Concerns-based needs (e.g., Hall and Loucks 1978; Ben-Perets and Tamir 1981)
- Contextual considerations (e.g., Haberman 1983)

Activities congruent with goals –The individual activities serving staff development correspond to the plan, which, in turn, is directly supportive of the district's ultimate goals for student learning.

Instruments for Matching Activities to Goals (illustrative)
- Written staff development plan
- Curriculum of activities supportive of the plan

Tasks	Responsibilities and Expectations
Activities are designed in accordance with expected outcomes	Specific, anticipated outcomes in determining the type of activities used. An outcome may be a new behavior, based on prior assessed needs. But, if a change in behavior is to occur, it is necessary that activities are planned to reinforce and practice the new behavior over time.
Again, activities are function-specific	Activities are calculated to achieve the designated function(s) of the overall program: improving staff competencies, individual or organizational vitality, or curriculum/program improvement. (See also written policy, especially addressing the purpose of staff development.)

Resources
- Criteria for judging relevancy of activities (Appendix B)
- Match of activities to outcomes and functions (see Logistical Toolkit, Chapter Three)
- See Process Toolkit in Chapter Three

Process Decision Making

Research-referenced content – The content of the activities reflect a grounding in the appropriate research area: a) theory of teaching, b) theory of learning, c) findings from school effectiveness or school improvement research, etc.

Instruments illustrating a bias toward research-referenced content (illustrative)
- content referenced to professional journal publications

Tasks	Responsibilities and Expectations
Content of activities support from research	Adoption of the content of activities are referenced to research findings specific to the objective being sought. Outcomes can be anticipated from research in instructional outcomes, instruction, learning, organizational theory, etc.
Flexible attitude is maintained	There is an expectation that research-referenced proposals are to be adapted and custom-fitted to local circumstances, rather than adopted wholesale. Effective adaptability requires the balancing of two contradictory attitudes: 1) to be critical of research, extracting its best qualities for the conditions at hand, and 2) to reserve judgement, giving research a fair hearing.

Resources
- Multiple available research-references for function of staff competencies, especially instruction (e.g., Bloom 1984; Hunter 1985; Johnson and Johnson 1982)
- Research references for function of organizational vitality (e.g., Anderson 1982)
- Maintenance of flexible attitude toward research (e.g., Evertson 1987; Fenstermacher 1986; Yinger 1986)

Other supportive processes – A sense of school camaraderie centering around some identifiable uniqueness, either real or imagined, is forged and capitalized upon in effective staff development programs. The presence of this cohesive climate is supportive of risk taking when changes threaten the status quo. A tradition of locally developed, staff-adapted, and staff-created materials and processes also contribute to a feeling of belonging to a unique school program.

Tasks	Responsibilities and Expectations
School culture	A staff learning environment, exhibiting a tolerance for struggle and respect for staff, is emphasized.
Change process	An emphasis upon planned change underscores the intentionality of staff development. Strategies of supporting change include attention to incentives and disincentives.

Instruments of Supportive Processes (illustrative)
- Staff-created or adapted materials
- Positive language
- Attention to target groups
- Consideration of ramifications
- Again, long-range perspectives

Resources
- School culture (e.g., Haberman 1983; Czajkowski and Patterson 1980).
- Change process (e.g., Fullan 1982; House 1979).

Resource allocation – Effective commitment of resources for staff development includes financial support, time allotment, personnel assignment, and facility reservation. Substantial resources are reliably delivered both for the development and execution of the plan for staff development, as well as the individual activities constituting the plan.

Instruments of Resource Allocation (illustrative)
- District budget
- Building-level discretionary budget
- Facility assignments
- Policies on release time
- Policies on career development

Tasks	Responsibilities and Expectations
Time allotment	Time, in terms of frequency of follow-up meeting after inservice events (in terms of a consistent long-range effort over months and years), is recognized as a critical implementation measure. Adequate time needs to be routinely built into the school's schedule.
Personnel assignment	Leadership, designated to keep particular staff development activities a priority issue, and to authoritatively allocate supporting services such as materials, funding, facilities, and incentives, is required to keep staff development vital.
Financial investment	Coordination of the program on a district or regional level is encouraged for efficient use of funds. However, initiatives at the individual building or department level are proportionately supported through discretionary funds.
Other resources	The pertinent materials, equipment, media, and facilities are well organized in support of particular activities
Incentives	Leaders might consider going beyond the traditional inducements (i.e., university or college credit) and consider encouraging intrinsic rewards such as a reward, or released time options, etc.

Resources
- Incentives linked to individual vitality and career enhancement (e.g., Thompson and Dalton 1976)
- Organizational provisions for effective staff development (e.g., Little 1984)

Logical Decision Making

Conduct of activities – A sequence of activities, held during and after group presentations of new products or processes, are employed to help integrate and solidify the expected outcomes of staff development training.

Tasks	Responsibilities and Expectations
Selection of activities	A judgement is made to select, from the range of delivery modes authorized, the one(s) which best promote the planned objectives (see Comprehensive Plan). A formative evaluation is performed in order to judge the relative potential for worth, merit, and success of the various products, processes, and presenters competing to fulfill the specified objectives (see also Evaluation).
Preliminary activities are conducted	Once selected, the local planner and the presenter then meet to agree on the scope and sequence of topic to be covered, schedule(s) for delivery, any follow-up contemplated, and supplementary materials and equipment required in the conduct of the activity.

Instruments for Conducting Activities (illustrative)
- Opportunities for modeling and demonstration during presentations
- Guided and individualized practice sessions
- Self and peer monitoring channels
- Coaching component
- Policy of evaluation for improvement distinct from evaluation for competency

Resources
- See also Logistical Toolkits in Chapter 4
- Actual delivery (e.g., Joyce and Showers 1980)
- Follow-up (e.g., Joyce and Showers 1983; McLaughlin and Marsh 1978)
- Activity organizers (Appendices C and D)

Networking – Networking consists of strategies geared to solidifying the integration of new learning in the workplace. These strategies are deliberate attempts to create channels of ongoing communication and interaction (among the targeted recipients of staff development efforts). Examples of networking include: mentorships, internships, peer observation and feedback, groups developing grants together, other staff teamwork, and/or using in-house or external resource teachers.

Instruments for Networking (illustrative)
- Plans for linkages
- Dissemination efforts
- Locally developed grants
- Observation activities

Tasks	Responsibilities and Expectations
Create channels of ongoing communication/interaction	Staff are encouraged to submit ideas for projects/grants for staff development.
	Staff member(s) is assigned to maintain contact(s) with colleges, universities, professional organizations, regional Educational Cooperative Service Units (ECSUs), and other potential providers of staff development activities.
	Staff have opportunities to provide professional advice/consultation outside of district.
	There are support systems within building (e.g., Teacher Assistance Teams, Educational Effectiveness Leadership Teams, mentorships, faculty councils, internships, etc.).

Resources
- Formal interpretation systems (e.g., Cameron 1984; Costa and Garmston 1984; Fullan and Pomfret 1977)
- Interaction (e.g., Brown 1982; Heather 1977; Sprinthall and Mosher 1978)
- Teacher Assistance Teams (e.g., Chalfant and Pysh 1979)

Evaluation – Management of a comprehensive system of evaluation in staff development involves several distinct phases operating simultaneously at times. Evaluation(s) can cover the overall staff development plan, the process that develops the plan, and/or the effectiveness of particular activities in achieving the plan.

Instruments of Evaluation (illustrative)
- Adopted criteria for judging merit and worth in anticipatory evaluation
- Adopted criteria for ensuring success in formative evaluation
- A variety of evaluation tools in use...open-ended written forms, checklists, questionnaires, observation records, feedback, surveys.

Tasks	Responsibilities and Expectations
Feasibility evaluation	A judgement is rendered as to whether certain objectives can be legitimately and/or effectively addressed by a staff development effort.
Anticipatory evaluation	Criteria are applied to judge the potential worth and merit of the individual activities.
Formative evaluation	Criteria are applied to shape the format/delivery of individual activities.
Maintenance evaluation	Preservation of organization features specified to be supportive of the new product/process are sustained throughout a designated maintenance schedule.
Summative evaluation	Plans are compared with actual outcomes to judge the degree of attainment, and to decide on additional maintenance efforts in relationship to changing objectives. Secondly, success of the overall plan and its associated activities should be made apparent through periodic evaluation(s).
Evaluation reports	It is important that all participants are aware of evaluation results. Through sharing results, participants can see how their views parallel or differ from others and are also informed about the data from which decisions are made.

Resources
- Feasibility evaluation (e.g., Tennyson 1978; Worthen and Sanders 1973)
- Anticipatory, formative, and summative evaluation (e.g., Fenstermacher and Berliner 1985)
- Overall program evaluation (e.g., Cooper 1983; Swanson and Sleezer 1987)
- Reporting evaluations (e.g., Brinkerhoff et al. 1983)

CONCEPTUAL AND PROCEDURAL TOOLS FOR STAFF DEVELOPMENT

Using the Research Base

Some powerful ideas, making effective staff development increasingly attainable, have been produced in recent years. The following are a select group of these ideas. This chapter presents a tool kit of conceptual frameworks and procedural instruments to select from when working on specific aspects of staff development decision making. While each tool individually is reliably constructed, it is up to each decision maker to select the right tool for the job, or to find the right configuration of tools which have the combined leverage to reverberate throughout a particular system. You may find that a particular tool is just missing the mark and that, with a little adjustment, it would be wonderful. Or, you may find that the perfect tool is not on the market and you will need to fabricate one, perhaps borrowing component parts from several different tools. This is a starter toolkit, to be added to as you move from job to job, and grow in experience.

Multiple interpretations. The same or similar features of staff development often have several different perspectives of interpretations that are reported in the literature. The following views on selected features of staff development are organized according to our model, "Aspects of Decision Making in Staff Development," (see Chapter Two). That is, there are three sections to this chapter: strategic, process, and logistical toolkits. The sections are presented as a starter toolkit of conceptual and procedural ideas. Displayed in figures and tables, they present an abbreviated version of the information available in the full reference. If the view seems compatible with your setting, please see the reference cited for complete details.

Fig(s). 4. Function(s) of Staff Development
Function View A

INCREASING STAFF COMPETENCIES	Focus in on the continuous development of the individual practitioner, whether that be a teacher, administrator, and/or a support person.
Teachers	Instructional focus is on enhancement of ability in the art/science of teaching and its core elements.
Administrators	Administrative focus is on leadership, clinical supervision, etc.
Support Personnel	Focus in on area of expertise.
PERSONAL IMPROVEMENT, CAREER ENHANCEMENT	Provide staff with increased insights into adult behavior changes over time. Develop staff ability to assume altered roles/responsibilities which are consonant with their strengths, interests, and needs which change over time.
ORGANIZATIONAL DEVELOPMENT	Provide staff with the knowledge and skills to develop and/or sustain healthy organizational functions at the classroom, school, and district levels.
CURRICULUM DEVELOPMENT	Enhancement of staff abilities to prepare materials and/or activities to be employed in the instructional setting.

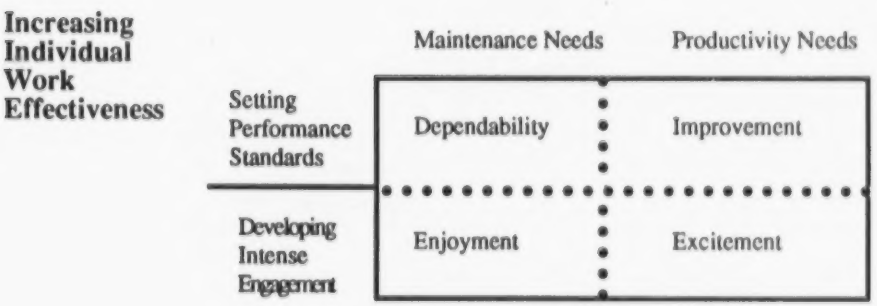
This function View A was employed in developing our model "Aspects of Decision Making in Staff Development" (See Chapter Two). It was provided by the North Central Regional Educational Laboratory (NCREL).

Function View B (Edelfelt 1983)

	Professional Development	Staff Development	School Improvement	Educational Improvement
Designed to improve	Improve individual	Individual and collective competence	Improve school program, climate, and learning environment	Improve learning opportunities and learning environment
Targeted at	Primarily at teachers	Building faculties	Building faculties and other building staff	Education, recreation, business, and community
Resulting in	Satisfaction, Personal achievement, Improving professional competence, Promotion	Improve functioning of a school faculty, better professional climate	Improve school program, professional stimulation, better school climate	Improve learning opportunities for young people

View B was presented by Roy A Edelfelt, an educational consultant in Washington D.C. His complete view also includes a description of the above four functions of staff development characterized by: a) to whom it is targeted, b) whom it benefits, c) by whom it is required, d) by whom it is planned, etc.

Function View C (Mitchell 1986)



Function View C is by Douglas E. Mitchell (1986), a director at the Far West Laboratory for Educational Research and Development. His view provides for a broader view of staff development. He places increasing worker effectiveness within the context of meeting organizational needs.

Function View D (Orlich 1985)

Function of Staff Development	Associated Activities
Inservice education	Improving skills Implementing curricula or instructional procedures Expanding knowledge of subject matter Planning and organizing instruction Increasing personal effectiveness
Organizational development	Building and program climate Solving problems Increasing communication among staff
Consulting	Conducting (or arranging for the presentation of) workshops, clinics, special projects Assisting with building staff development planning, implementation, and evaluation Assisting with administrative planning
Communication and coordination	Assisting with interbuilding communications Organizing and providing information regarding available resources Assisting with communications between administration and staff Providing central coordination service and coordination of efforts
Leadership	Providing suggestions for new curricular, instructional approaches Identifying problems and suggestion resolutions Evaluating research about new practices or procedures Providing assistance with processes of innovation
Evaluation	Conducting (or arranging for the conduct of) needs assessments Evaluating resources, e.g., the quality of programs, personnel

Function View D is suggested by Larry Dale (cited in Orlich 1985). Dale is a curriculum director for the Richland, Washington Public Schools.

Fig(s). 5. Definition(s) of Staff Development

Definition View A

"Any professional development activity that a teacher undertakes singly or with other teachers after receiving her or his initial teaching certificate and after beginning professional practice." (Edelfelt and Johnson 1975)

"The provision of activities designed to advance the knowledge, skills, and understanding of teachers in ways that lead to changes in their thinking and classroom behavior." (Fenstermacher and Berliner 1985)

"Inservice denotes educational programs which are based on identified needs, planned and designed for a specific group of individuals in the school district, having a specific set of learning objectives or activities, and are designed to extend, add, or improve immediate job-oriented skills, competencies, or knowledge." (Orlich 1984)

The staff development definitions contained in View A tend to support the single function of improving staff competencies, most particularly those of the instructional competencies of teachers.

Definition View B

"Any activities designed to influence the knowlege, skills, and attitudes of educational personnel so that the quality of learning is improved." (Minnesota State Department of Education 1986)

"Staff development involves people in interaction with one another in particular contexts to accomplish professional growth and school improvement goals." (Griffin 1983)

View B definitions allow for a larger scope to the function(s) of staff development.

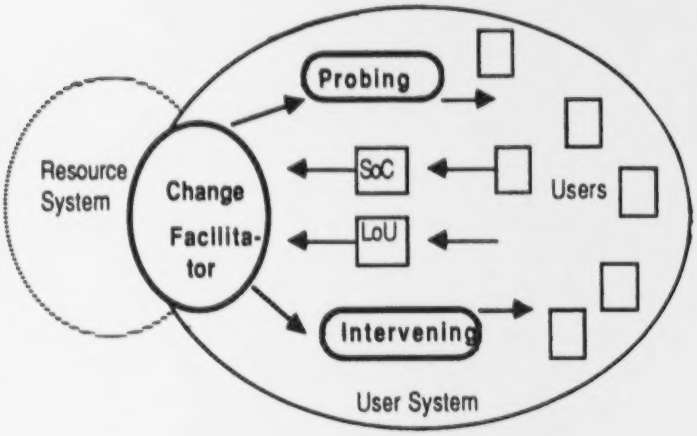
Fig. 6. Designated Leadership

Leadership View A (Hall, Rutherford, Hall, and Huling 1984)

Leadership View A shows excerpts from research concluding that principals, acting as change facilitators, displaying this "initiator" style of behavior were more successful in facilitating school improvement than were those having the "responder" or "manager" styles of behavior. Principals can modify their behavior to take on more "initiator"-style behaviors.

Dimension	**Behavior of "initiator" style** (For comparison of this "initiator" style with "responder" and "manager" styles, see full reference.)
Vision and goal setting	Respects district goals but insists on goals for school that give priority to this school's student needs. Identifies areas in need of improvement and initiates action for change. Sorts through new ideas presented from within and outside the school and implements those deemed to have high promise for school improvement in designated priority areas. Takes the lead in identifying future goals and priorities for the school and for accomplishing them. Establishes framework of expectations for the school and involves others in setting goals within that framework.
Structuring the school as a workplace	Sets standards and expects high performance levels for teachers, students, and self. Establishes instructional program as first priority, personal, and collaborative efforts are directed at supporting it. Insists that all persons involved give priority to teaching and learning. Will knowingly sacrifice short-term feelings of staff if doing a task now is necessary for the success of longer-term school goals.
Managing change	Accommodates district expectations for change and pushes adjustments and additions that will benefit his or her school. Directs the change process in ways that aim toward effective innovation use by all teachers. Seeks out information from teachers, district personnel, and others to gain an understanding of the innovation and its demands.
Collaborating	See reference
Decision making	See reference
Supporting	See reference

Leadership View B (George and Rutherford 1978)



Leadership View B illustrates the Concerns-Based Adoption Model (CBAM). This graphic shows the importance of a designated educational change agent facilitating interactions between the resource system of new curriculum products, teaching strategies, etc., and the user system of educational staff and their individual stages of concern (SoC) and their individual levels of use (LoU) of an innovation being introduced into the user system.

B. Process Toolkit

Fig(s). 7. Staff Involvement

Involvement View A (Costa 1985)

Instructional Strategy	Goals set by	Methods determined by	Evaluation determined by	Source of motivation for learning
Directive	Teacher	Teacher	Teacher	Teacher
Mediative	Teacher	Student	Student	Curiosity about the task
Generative	Teacher and student	Student	Student	Competency and craftsmanship
Collaborative	Teacher and group	Group	Group	Interdependence, reciprocity, and a sense of community

Involvement View A by Costa sets the collaborative instructional strategy, a strategy that is recommended for teachers in staff development learning situations, into the context of three other instructional strategies. Different strategies of instruction are seen accompanied by their particular methods of accomplishment, evaluation procedures, and assumed motivation(s) for learning.

Involvement View B (Connelly and Elbaz 1980)

A. Teacher-proof curricula	B. Teachers as active implementers	C. Teachers as partners in development
X	X	X
X'	X'	X'
Materials designed to minimize teacher influence on program	Teachers assumed to have impact on implementation of curricular ideas. Action research and implementation-oriented strategies aimed at helping teachers understand innovations	Teachers assumed to be full partners in development as user-developers. Teacher inquiry oriented toward: discovery of curriculum potential; change and transformation of materials; formation of new alternatives and decisions
X"	X"	Y X" Z

Key: X - Developers' curricular ideas

X' - Translation of ideas into curriculum materials

X" - Implementation versions of curricular ideas in classroom

Y, Z - Alternative versions of curricula ideas in classroom

Involvement View B, by Connelly and Elbaz summarizes the progression of views on the involvement of teachers in curriculum development in particular. Early in the Sputnik-Skylab period, attempts were made to bypass the teacher's influence altogether. Journals published articles on "teacher-proof" materials. Now, however, few researchers write about such notions. Largely due to evaluation results of the implementation efforts during the 1970s, it is generally recognized that teachers do not neutrally implement theories and programs. Rather, they develop programs of study for their classrooms by adaptation, translation, and modifications of given programs and research findings. They may even occasionally develop their own curriculum materials.

Fig(s). 8. Research-Referenced Content

Research View A (Griffin 1983)

Recommendations for Research-Based Guidance for Staff Development Programs.
1. Derived as a consequence of systematic problem identification by those most directly related to the program. 2. Interactive: Participants establish a shared language to discuss issues and changes. 3. Mitigate to some degree status differences between administrators and teachers. 4. Depend less on consultants and more on teachers and administrators for substantive and procedural guidance. 5. Formulated and monitored largely according to the perceptions of the participants. 6. Formulated, in part, from careful analysis of the organizations and participants. 7. Flexible and responsive to changes in participants and the setting. 8. Situation-specific within reasonable limits.

Research-referenced content for staff development activities is demonstrated in these two views.

Research View B (Evertson 1987)

Selecting the content e.g., for example inservice training on classroom management skills

"Research from two perspectives was used to determine the content. The first body of research (research across classrooms) sets the conditions in which management of actual classroom instruction occurs and defines the broader structure of the classroom. The second body of research (sociolinguistic) allows us to focus in on the social dimension of content and instruction."

Content outline (partial)

I. Planning before the year begins
   - A. Arranging classroom space and supplies
   - B. Choosing classroom rules and procedures
   - C. Developing procedures for managing student work
   - D. Establishing consequences and incentives
   - E. Choosing activities for the beginning of the school year

II. Implementing plans at the beginning of year
   - A. Teaching rules and procedures
   - B. Establishing a content focus
   - C. Communicating expectations, directions, and explanations early

III. Maintaining the management system throughout the year

Figure 8. Research-Referenced Content

Fig(s). 9. Supportive Processes

Process View A (Mitchell and Karchner 1983)

Continuum of Professionalism	Labor. . . . . .Craft . . . . . Art . . . . . .Profession
Approach to task definition	Rationalized . . Preplanned . . Routinized . . Adaptive . . Situational . . Flexible (programming) (responsive)
Mechanisms for monitoring	Direct Inspection . . Activity Monitoring . . Technique Monitoring . .Indirect thru Licensure
Basis for evaluation	Loyalty. . . . Precision. . . . Sensitivity. . . . Responsibility (insubordination) (incompetence) (frivolousness) (malpractice)

Mitchell and Kerchner show that the degree to which teachers and administrators are in the art, labor, or craft quadrants determines how professional or quasi-professional they are, and some of the perogatives they have in which to perform their duties.

Orlich presents a range of incentives in three different categories:
1. monetary incentives
2. responsibility incentives
3. recognition incentives

Process View B (Orlich 1985)

Incentives Which Cost Money	Responsibilities as Incentives
1. Salary increases 2. Promotion 3. Provide an extended contract 4. Reduced teaching load for one year 5. Released time 6. Provide extra planning time 7. Pay travel to selected meetings 8. Continuing education units 9. Journals for teacher's	1. Role model 2. Committee chairs 3. Take a teacher to lunch 4. Ask to perform as a consultant 5. Have teacher's class perform the task they do well 6. Ask to serve on an accreditation committee

Recognition as Incentive

1. Recognition to newspaper (media) and/or school board
2. Professional development allowance
3. Provide extra classroom materials to exceptional teachers
4. Captains table – recognition ceremony
5. School board dinner
6. Credential of appreciation
7. Present teacher at professional meeting
8. Name hallways, rooms, offices, after staff member
9. Family pass to athletic events of school district

Fig. 10. Meets Needs

Needs View A (Minnesota Department of Education 1986)

Current data available	Assessment instrument includes
1. Student achievement and aptitude 2. Staff and community perceptions 3. Formal reports	1. Questionnaires 2. Interviews 3. Group discussion 4. Observations 5. Test scores •non-referenced •criterion-referenced •aptitude
Respondents to Needs Assessment	
1. Teachers 2. Supervisors 3. Principals 4. Central office staff 5. Instructional support staff 6. Other support staff	7. Students 8. Board of Education members 9. Parent organizations 10. Other parents 11. Community

The Minnesota Department of Education published, in 1986, ongoing needs assessment guidelines for meeting needs in staff development

Fig. 11. Activities Congruent with School Goals

Congruency View A (Haberman 1983)

Nature of the setting...	Therapeutic	Compensatory	Business	Intellectual	Advocacy	Creative
Influences participants to...	Adjust, cope, make do	Strive, strain, persist	Produce, set timed goals, compete	Imagine, reflect, rethink	Pushes involvement, action, change	Practice, perform, recharge energies
Process seen as...	Interaction	Test, teach, retest	Making assignments, contracts, grading	Hypothesizing, testing, thinking	First-hand experience	Practice, then non-interference

Haberman believes that to understand behavior related to schools (whether that of students, staff, or public behavior), the most fruitful unit of analysis is that of the organization itself, and not the personalities slotted into specific roles. He correspondingly believes that staff development often fails to generate needed improvement because it assumes that individual staff members are capable of being changed in important ways while working in unchanging social institutions. His basic proposition, therefore, is that the nature of the setting—its values, the roles it assigns teachers and students, the behaviors it rewards and punishes—determines much of what individual staff members will do (and not do) in that setting. This graphic illustrates how schooling gets described in six different conceptions of a school.

Logistical Toolkit
Fig(s). 12. Delivery Modes

Delivery Modes View A (Orlich 1985)

Some Inservice Delivery Systems		
classes class observations clinics coaching committees (task group) computer-aided instruction conferences consultants continuing education discussion groups educational television films individualized research	institutes instructional television (closed circuit) internships laboratories lectures microteaching minicourses paired teaching professional organization meetings professional organization training	professional journals programmed instruction project leadership resource persons role exchange role playing school ad hoc committees simulations staff meetings study groups teacher visitations teacher organization briefs team teaching two-way telecommunications university courses workshops

Two views on the range of delivery modes available for staff development. In View A, Orlich developed a partial listing of inservice delivery systems. In View B, Cline offers a list of delivery methods organized by their "contexual" mode.

Delivery Modes View B (Cline 1984)

Job-embedded delivery modes	**Job-related delivery modes**
interaction with consultants curriculum analysis demonstration, modeling committee work for planning team teaching combination of above	workshops with leader(s) teacher exchanges site visits training packages mobile units computer-assisted instruction teacher centers

Credential-oriented mode	**Professional organization-related**	**Self-directed**
college coursework summer institutes workshops for credit	conventions conferences journals monographs	conferences research independent study travel field trips

Fig. 13. Selection of Presenters/Trainers

Presenter View A (Wildman and Niles 1987)

Presenter qualifications	**Qualities which conform to present educational reform hysteria.**	**Qualities which support present analysis of teacher-centered growth.**
Knowledge wanted in presenter	Has access to knowledge base on successful teaching.	Has access to knowledge base on successful teaching. Understands what teachers know and believe about successful teaching, and different ways of knowing.
Communication skills/ priorities of presenter	Demonstrates powerful communication style in conveying information to teachers, and desire for teachers to adopt information being conveyed. Uses strategies associated with good salesmanship and good showmanship. Demonstrates high self-confidence in terms of producing teacher change.	Measures success in terms of gradual increments of teachers, performance, autonomy, and capacity for further growth. Seen by school leaders as a teacher advocate who stimulates greater capacity for staff growth.
Performance criteria	Measures success in terms of efficiency and successful completion of individual training episodes. Seen by school leaders as producing desired improvements in teaching efficiency/ effectiveness.	Measures success in terms of gradual increments of teacher, performance, autonomy, and capacity for further growth. Seen by school leaders as a teacher advocate who stimulates greater capacity for staff growth.

One view for the selection of staff development presenters is offered below. Professors Wildman and Niles suggested that certain presenter delivery styles are more supportive of the educational needs of professionals, as opposed to non-professional training.

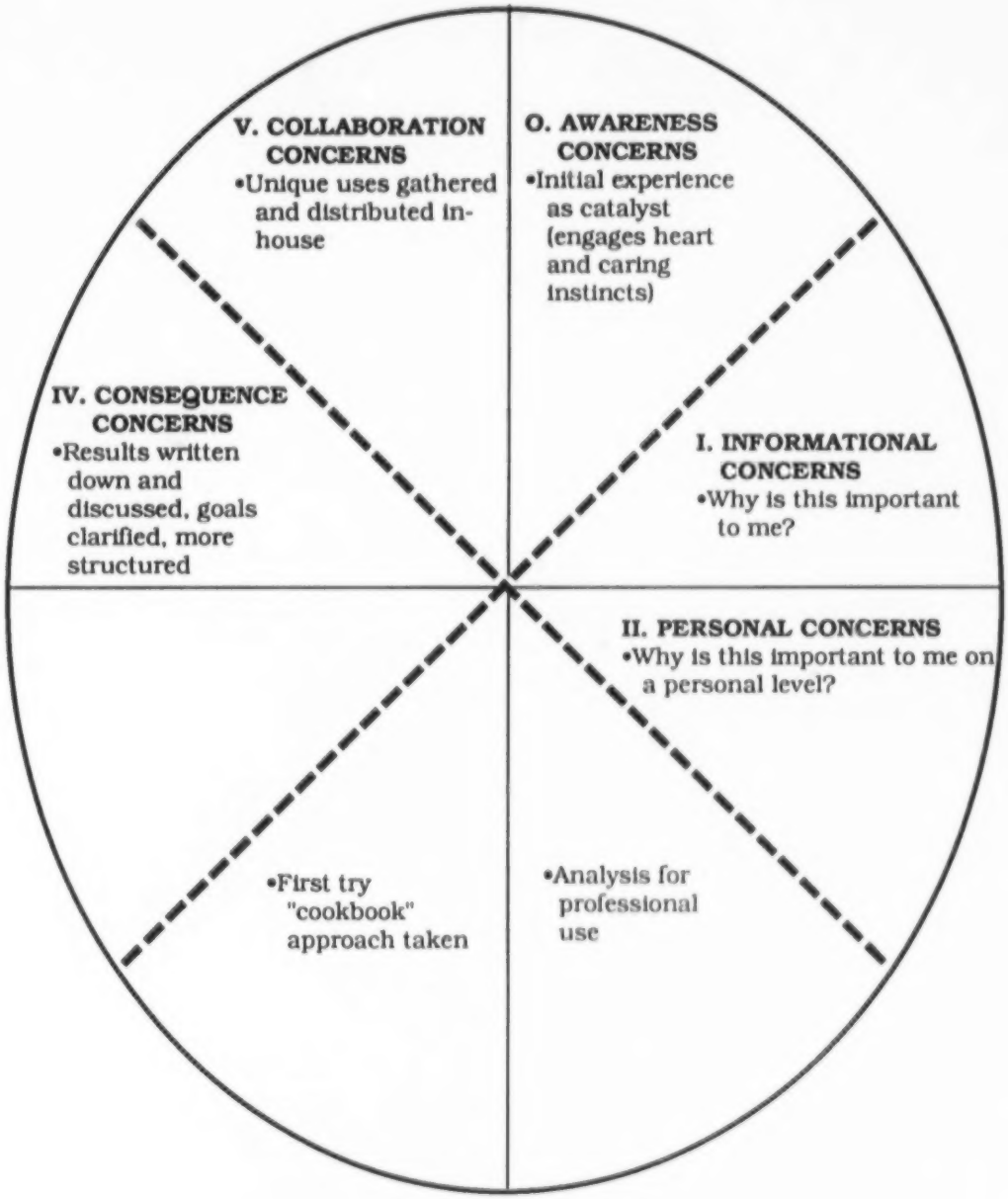
Fig(s). 14. Selection of Components of Training Episodes

Components of Training View A (Korinek, Schmid, and McAdams 1985)

	Inservice type (categorized by level of outcome desired)		
Feature	I. Information Transmission	II. Skill Acquisition	III. Behavior Change
Time Frame	1-3 hours/session	2-3 hours in multiple sessions	Varying length in multiple sessions
Location	Available meeting site or conference site	Usually schoolbased; some conference sites	Schoolbased at home school or district
Content	Generally unrelated, self-contained, independent topics	Most are part of sequence; some independent topics	Interdependent presentations linked by common purposes
Audience Size	No upper limit	Determined by ratio of leaders to participants	No upper limit
Presentation Style	Lecture, demonstration, or panel with passive audience participation	Demonstration, practice, feedback, active participation	All styles, both active and passive participation
Evaluation	Rating of usefulness or enjoyability	Demonstration of the skill	Measure of change in teaching behavior and objectives met

Three levels of inservice type are cross-referenced to the features (time, location, etc.) they best facilitate.

Components of Training View B (McCarthy 1982)


V. COLLABORATION CONCERNS
•Unique uses gathered and distributed in-house
O. AWARENESS CONCERNS
•Initial experience as catalyst (engages heart and caring instincts)
IV. CONSEQUENCE CONCERNS
•Results written down and discussed, goals clarified, more structured
I. INFORMATIONAL CONCERNS
•Why is this important to me?
II. PERSONAL CONCERNS
•Why is this important to me on a personal level?
•First try "cookbook" approach taken
•Analysis for professional use

McCarthy developed a strategy for staff development by synthesizing the Concerns-Based Adoption Model (CBAM) with individual learning styles (4MAT)

Fig. 15. Selection of Content

Content View A (Costa 1985)

Levels of Skill development	The teaching of thinking skills (as one example of matching objectives to level)
AWARENESS Developed by lectures, readings, witnessing demonstrations, and so on.	Is aware of various programs intended to teach thinking directly. Is aware of definitions and distinctions among various thinking skills and strategies.
KNOWLEDGE and COMPREHENSION Developed by modeling, practicing, comparing, discussing, interacting	Employs lessons intended to directly teach thinking skills. Incorporates thinking skills into content areas. Attends training.
MASTERY OF SKILLS Developed by practicing with feedback and coaching	Invites others to observe and give feedback about lessons in which thinking is taught directly. Applies knowledge learned in training program to instruction. Devotes 2-3 hours/week to teaching thinking directly.
APPLICATION Developed by extended use across subject areas, varieties of groups, demonstrations; critique and dialogue with others	Distinguishes among several major curriculums intended to teach thinking. Diagnoses students' cognitive deficiencies and provides experiences to remediate them.

In View A, Costa displayed a staff development matrix for the teaching of specific staff development content, "Teaching Thinking Skills." The matrix is shown completed with objectives for each of the levels of attainment anticipated.

Content View B (Gronlund 1978)

In View B, Gronlund showed how a content outline for instruction in economics (left box) is transcribed into a "Table of Specifications" (right box). It may be helpful to have a prior consultation(s) with the presenter to target the substance of the presentation according to desired levels of instructional objectives.

Content Outline for Unit in Economics

A. Forms and functions of money.
  1. Types of money.
  2. Various uses of money.
B. Operation of banks
  1. Services provided by commercial banks
  2. Other institutions offering banking services.
  3. Role of banks in managing the flow of money.
C. Role of the Federal Reserve System.
  1. Need for flexibility in the money supply.
  2. Nature of the Federal Reserve System.
  3. Regulatory policies influencing the money supply.
D. State regulation of banks.
  1. The state banking commission.
  2. Laws to protect the borrowers

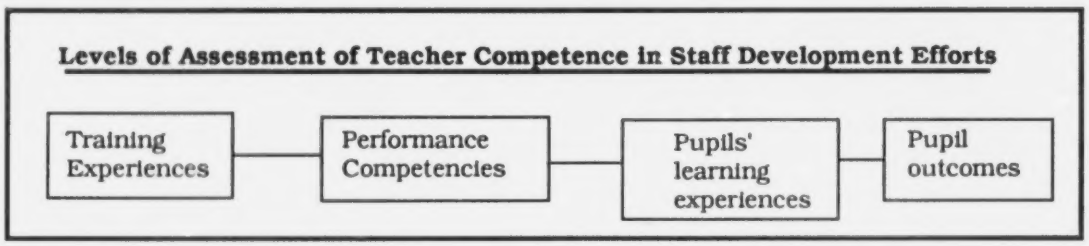
Table of Specifications Referencing Content Area to Level of Instructional Objectives

Content Areas	KNOWS basic terms	UNDERSTANDS concepts and principles	APPLIES principles	INTERPRETS data
A. Forms and functions of money	3 (items)	4	3	3
B. Operation of banks	4	3	5	2
C. Role of the Federal Reserve	4	6	3	
D. State regulation of banks	5	2	4	

Fig(s). 16. Evaluation of Staff Development

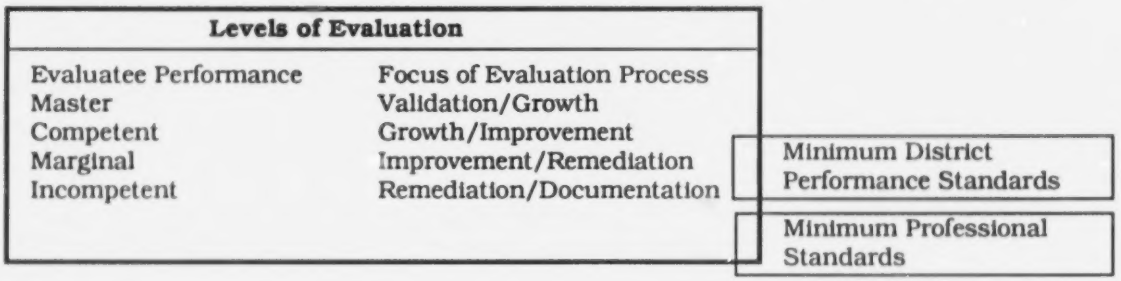
Evaluation View A (Medley 1977)

Medley wrestles with the problem of staff development programs and evaluating their relationship to student learning. In his view, there are two distinct questions: First, can inservice programs produce demonstrable effects on teacher behavior? Second, can teachers who exhibit certain behaviors have a measurable effect on student learning? He cautions about attempting to jump from measures of teacher training to measures of student learning.



Evaluation View B (Conley 1987)

In Conley's view, effective evaluation systems distinguish between evaluatees on the growth and improvement track (individual growth), and those on the remediation track (organizational accountability).



Evaluation View C (Manatt 1987)

Manatt believes that the development of "graphic response mode teacher performance criterion" instruments, such as the one illustrated, may help supervisors and evaluators display clear, research-based criteria upon which they are able to give structured feedback. These types of instruments may help supervisors make fewer arbitrary decisions and, at the same time, give more informed, constructive feedback to the evaluatee.

Graphic Response Mode Teacher Performance Criterion

Performance Area I: Productive Teaching Techniques
Criteria: The teacher demonstrates ability to select appropriate learning content.

Levels of Performance:	**Not observed**		**Standard**
Learning content not related to approved curriculum guide(s).	Learning content is marginally related to the approved curriculum.	Learning content is related to the approved curriculum guide(s).	In addition to meeting the standard, the teacher shows initiative and leadership in development of curriculum.

Evaluation View D (Baden 1980)

Grid of Evaluation Concerns						
Evaluation Concern	**Purpose**	**Administered to Whom**	**When Administered**	**Results Sought**	**Where Administered**	**Type of Instrument**
Content of inservice activity	Ascertain if content presented met desired objectives	Participants by planners	Conclusion of inservice activity	Participant assessment of content effectiveness	On site of activity	Likert-type checklist
Presenter of inservice	Ascertain the effect of the presenter on attainment of objectives	Participants by planners	Conclusion of inservice activity	Participant asssessment of presenter	On site of activity	Checklist
Participant learning: immediate	Determine whether participants achieved objectives	Participants by presenter	Conclusion of inservice activity	Participant behavior change	On site of activity	Varied, based on objectives
Participant learning: long-term	Determine whether behavior change remains after period of time	Participants by self, peers, or students	Minimum of two months after activity	Participant behavior change	In participant classroom	Varied, based on objectives
Student learning	Determine whether student or participants change behavior as result of teacher	Participants by self, peers, or students	Before and after teacher behavior change introduced into classroom	Student behavior change	In participant classroom	1.Classroom environment 2.Checklist 3.Objective-referenced

Evaluation View D shows Donald J. Baden's (1980) "Evaluation Concerns Grid" which displays several techniques that could be used for evaluating inservice education activities.

Evaluation View E (Fenstermacher & Berliner 1983)

The Dimensions and Conditions of the Evaluation Perspective

Dimension	Conditions	Explanation
Worth	Theory	•Activity is a contribution to the goals of a selected educational theory
	Moral	•Activity is morally acceptable and is fair and unharmful to participants
	Evidence	•Activity is based on available evidence from research, evaluation, or critical experience, and includes procedures for determining success and merit.
Merit	Sensibility	•Activity is consistent with plans teachers have for their work, fits well with classroom circumstances, and is valued for its utility
	Variability	•Activity permits variations in the ways recipients participate and in ways recipients use what they have learned
	Incentives	•Activity provides positive incentives to recipients for their participation, both during the activity and during its implementation in the classroom
	Maintenance	•Activity provides systemic and clinical support during the activity and during the period of implementation in the classroom.
Success	Objectives	•Activity has clearly stated objectives known both to providers and recipients and clearly related to work demands on the recipients
	Instructor	•Activity staffed by providers who have competence in teaching adults, and the instructor is able to model what it is proposed that recipients do in their work settings
	Diagnosis	•Requires that planners and providers take account of the needs, interests, and abilities of the recipients
	Application	•Requires that the content have obvious applicability to the work settings of recipients
	Duration	•Stipulates that sufficient time be allocated for the recipients to comprehend, practice, master, and apply the content provided.

APPENDICES

APPENDIX A

Edelfelt's* Criteria for In-Service Programs

Decision-making. This set of criteria addresses how decisions are made for inservice. Note the emphasis on collaboration and parity.

1. Decision-making processes are based on cooperation between all major interest groups, that is, school district, college/university, and teacher organizations.
2. Decisions are made by the people who are affected, and the decisions are made as closely as possible to the situation where they will be operative.
3. The cooperation of major interest groups is based on a concept of parity for each group.
4. Explicity procedures exist to assure fairness of decision-making.
5. There are policies (e.g., in a collective bargaining agreement) relating to in-service education.
6. In-service education programs are institutionalized.

*Edelfelt, Roy A. (Ed.). *In-service education: Criteria for and examples of local programs.* Bellingham, WA: Western Washington State College, 1977.

APPENDIX B

Edelfelt's* Criteria for Relevancy of In-service

Relationship of in-service to the program of the school. Nine criteria are suggested by Edelfelt to make inservice more relevant.

1. In-service education is directly related to curriculum development.
2. In-service education is directly related to instructional improvement.
3. In-service education is based on the needs of the students.
4. In-service education is based on the needs of the teachers.
5. In-service education is based on the needs of school programs.
6. In-service education is a part of a teacher's regular teaching load.
7. The techniques and methods used in in-service education are consistent with fundamental principles of good teaching and learning.
8. Research/evaluation is an integral part of in-service education.
9. All those who participate in in-service education are engaged in both learning and teaching.

*Edelfelt, Roy A. (Ed.). In-service education: *Criteria for and examples of local programs.* Bellingham, WA: Western Washington State College, 1977.

APPENDIX C

Conference Planning Checklist

Here are some tasks that may apply to the conference (or staff development activity) that you have in mind.

	Who does it?	When?
A. Arrange for Resource Persons		
- Contact prospective speakers	_____	_____
- Request speakers to:		
- identify needed audio-visual equipment	_____	_____
- prepare manuscript and photos for proceedings	_____	_____
- supply photo for publicity	_____	_____
- Arrange speakers		
- transportation	_____	_____
- lodging	_____	_____
- meals	_____	_____
- Inform speakers about		
- total program, audience	_____	_____
- meeting room facilities	_____	_____
- interviews with news staff	_____	_____
- personal arrangements	_____	_____
B. Arrange Meeting Facilities		
- Confirm availability of meeting rooms	_____	_____
- Arrange podium, head table	_____	_____
- Arrange for the control of:		
- lights	_____	_____
- temperature	_____	_____
- ventilation	_____	_____
- P.A. system	_____	_____
- recording equipment	_____	_____
- Arrange props: ash trays, signs, banners, water	_____	_____
C. Arrange Teaching Materials for Registrants		
- Identification badges	_____	_____
- Requisition to reproduce	_____	_____
- Distribute	_____	_____

D. Provide Audio-Visual Support

- Request projection equipment
- Request operators
- Design, prepare charts, slides
- Record talks
- Supply easel, chalkboard

E. Publicize

- Brochure
  - Develop mailing list
  - Draft
  - Have duplicated
  - Distribute
- Media
  - Select appropriate media
  - Determine dates of releases
  - Prepare releases, ads; get photos
  - Arrange for reporter at conference

F. Arrange Refreshments, Meals, Social Hour

- Request written quotations
- Select menu, price
- Prepare tickets, distribute
- Arrange seating, head table
- Arrange program entertainment, emcee

G. Conduct Pre-Registration and Final Registration

- Plan clerical help and arrangement
- Supply materials: receipts, parking permits, maps, facilities directory, conference readings, final schedule
- Report tally

H. Determine Budget and Financial Terms

- Estimate expenses and income (budget form attached)
- Complimentary registrations, student registrations
- Registration deadline, limit, refunds
- Fees (registration, materials, meals proceedings, transportation)
- Disposition of surpluses, deficits
- Pay speakers
- Per diem
- Honorarium
- Travel
- Pay time-slip help

I. Make Final Program Arrangements

- Prepare and post directional signs _____ _____
- Plan for ushers _____ _____
- Orient speakers _____ _____
- Introduce speakers and other guests _____ _____
- Handle questions from the floor _____ _____
- Select someone to operate the house lights, project equipment, PA system, record talk _____ _____
- Introduce the method of evaluation _____ _____
- Announce _____ _____
- Late registration procedures _____ _____
- Meal schedule _____ _____
- Phone, info desk, postal service paging system _____ _____
- List of participants _____ _____
- Transportation, parking _____ _____

J. Evaluate

- Establish criteria _____ _____
- Design _____ _____
- Conduct _____ _____
- Tally and summarize _____ _____
- Report _____ _____

K. Prepare Auxiliary Program for Spouses, Children _____ _____

M. Submit Forms

- Request for conference facilities, lease agreement _____ _____
- Visiting professor form _____ _____
- Travel authorization _____ _____
- Requisitions _____ _____
- Memorandum of agreement _____ _____
- Vouchers _____ _____

Appendix P, "Conference Planning Checklist" is adapted from "Conference Planning," prepared by James S. Long, Washington State University, Cooperative Extension Service, Pullman. Reprinted with permission.

APPENDIX D

In-Service Activity Organizer

Agency _____

Contact Person at Agency _____

Address _____

Telephone Area Code _____ Number _____ Extension _____

Conductor of Proposed Activity _____

Purpose of activity:

Objectives of activity:

Type of inservice activity:

_____ Awareness _____ Application

_____ Implementation _____ Maintenance (follow-up for new personnel)

Participants:

_____ Teachers _____ Administrators from central office

_____ School building _____ Classified staff administrators

Level of participants:

_____ Districtwide _____ Secondary school _____ Junior high school
_____ Elementary _____ Other: specify

Expected number of participants _____

Length of activity: _____ Hour _____ Days _____ Weeks

Exact location where activity will take place:

Place _____

Address _____ Room number _____

Contact person at the site _____

Time of activity:

Day of week _____ Date _____

Beginning time _____ Ending time _____

Requested activity was initiated by:

_____ Administrators _____ Teachers _____ Educational association representatives

_____ Others: specify

Incentives:

_____ Inservice day contributed by district

_____ College credit form (specify)

_____ Participants paid to attend

_____ Local education association sponsored

_____ Credit granted for salary scale advancement

_____ Release time for participants

_____ Continuing Education Units (CEU)

_____ Other: specify

Desired structure for conduct of activity:

_____ Lecture

_____ Discussions

_____ Films

_____ Small groups

_____ Hands-on experiences

_____ Laboratory

_____ Demonstrations

_____ Demonstration with school students

Media needed for activity:

_____ Overhead projector

_____ 16mm projector

_____ 35mm slide projector

_____ 35mm carousel projector

_____ VCR setup (specify type)

_____ Other: specify

_____ Audio cassette recorder

_____ Playback unit

_____ Screen

_____ Extension cords

_____ three-prong plug adaptor

Desired facilities:

____ Flat top tables	____ Electrical outlets	____ Sinks
____ Desks	____ Movable chairs	____ Chalkboard
____ Water taps	____ Tablet arm chairs	____ Gas supply
	____ Other: specify	

Note: If the furniture is to be arranged in some specific manner, it should be sketched out here.

Needed print materials:

Other needed materials:

Background: i.e., to what extent are participants familiar with the topic to be presented:

What curriculum, textbook, or program will this in-service activity address? (Provide grade levels, series, or general description.)

Under what educational organization pattern will the topic be used?

____ Traditional classrooms	____ Team taught classes
____ Open classrooms	____ Other: specify

Status of those attending activity:

____ Learners—Participants will learn from activity.

____ Trainers—Participants will train others in the districts.

____ Change Agents—Participants will be initiators of change.

____ Demonstration personnel—Participants will demonstrate activities on call within district.

Long-range plans for this inservice activity:

Follow-up activities:

Other:

Microcomputers:

Specify exact brand, model, and type of microcomputer to be used.

Brand:

Model:

Type:

Software requirements:

Appendix O, "In-service Activity Organizer" was prepared by Donald C. Orlich. It was adapted Phillip T. Larson, "Conducted Metric Education Workshops—A Model" in *Successful Experiences in Teaching Metric*, Jeffrey V. Odom, Editor, U.S. Department of Commerce, National Bureau of Standards, Washington, D.C., USGPO, 1976, pp. 58-59.

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